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ABSTRACT

Ten articles provide a detailed look at examples of real-world multiage classrooms; review the literature and research surrounding multiage groupings; explore the practical issues involved in organizing, conducting, and assessing multiage classrooms; and offer insight into the many implications of and subtleties that accompany multiage groupings. The articles are: (1) "The Little Red Schoolhouse" (Robin Fogarty); (2) "What We Do at Concrete Elementary" (Mardi B. Jones and Don Jeanroy); (3) "The Waxing and Waning of Nongradedness" (Barbara Nelson Pavan); (4) "Research in Nongraded Elementary Schools: Simple Is Beautiful" (Roberto Gutierrez and Robert E. Slavin); (5) "Reinventing School: Teachers' Perspectives on Multiage Classrooms" (David Marshak); (6) "Nongraded Education: A Report from Aspen, Colorado" (Marilyn Hughes); (7) "Instructional Strategies in a Multiage Primary Classroom" (Kathy Magee); (8) "Technology for Teaching and Learning" (Frank Betts); (9) "Critical Insights from the Classroom" (Kay J. Williams); and (10) "Journey of Change: The Nongraded School" (Jacquie Anderson). Each article contains references. (TJQ)

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